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ABSTRACT

THIS STUDY PRESENTS THE CURRENT REQUIREMENTS, STANDARDS, AND PREFERENCES USED BY SUPERINTENDENTS OF TEXAS PUBLIC SCHOOLS IN THEIR SELECTION OF ELEMENTARY SCHOOL PRINCIPALS. SPECIFICALLY, THE STUDY ATTEMPTED TO DISCOVER THE ASPECTS, OTHER THAN COLLEGE RECORDS AND STATE CERTIFICATION, THAT ARE CONSIDERED IN THE SELECTION OF PRINCIPALS. A QUESTIONNAIRE WAS DEVELOPED AND DISTRIBUTED TO 25% OF THE SUPERINTENDENTS. THE FINAL RESPONSE WAS 267 COMPLETED QUESTIONNAIRES, OR 97%. THE DATA ARE PRESENTED IN PERCENTAGE RESPONSES TO THE SURVEY QUESTIONS. A CHAPTER REVIEWING THE LITERATURE ON THE POSITION OF THE ELEMENTARY SCHOOL PRINCIPAL IS INCLUDED. THE CONCLUDING CHAPTER PRESENTS A SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS. A BIBLIOGRAPHY OF 88 ITEMS IS APPENDED. (MF)

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CRITERIA FOR THE SELECTION OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN THE STATE OF TEXAS

by

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Preface

This report is a summary made by the writer following completion of doctoral studies at East Texas State University while on leave of absence from his position as Superintendent of the Mesquite Public Schools, Mesquite, Texas.

The study exemplifies the needs for establishing a more definite criteria for the selection of elementary school principals in the public schools of Texas. It presents the current requirements, standards, and preferences used by superintendents of Texas public schools in their selection, and suggests more uniformity and further strengthening of the more crucial criteria.

The elementary principal's increasing prestige as community-school leader, the importance of his role and the qualifications demanded to effectively fill this role to the ultimate advantage of the school district, as well as the individual performing the function, is considered in the study. It is hoped that the study will contribute to the formation of a more distinct basis for selection of elementary principals state-wide.

The cooperation of my doctoral committee, Dr. L. Doyne McNew, Dr. Everett M. Shepherd, Dr. B. J. Steelman, Dr. Howard Putnam, Dr. George Lunday, and of the Director of the East Texas Study Council, Dr. Lynn Turner is gratefully acknowledged.

The assistance of Mrs. Betty Murray in typing the study is sincerely appreciated.

CHAPTER I

INTRODUCTION

It is generally agreed that the success of any school system is dependent largely upon the quality of the leadership afforded by the principals. The work of an elementary school principal is varied, and many different functions are involved; therefore, he must possess a variety of characteristics, talents, and skills in order to be successful.

According to McIntyre (7:42) the recruitment and selection of leaders for the elementary school principalship should be a systematic, completely planned, and closely followed procedure which should produce the best possible choice for the position to be filled. At times, the choice may not prove to be of the expectations rendered; however, this would be the exception rather than the rule whenever a "formal" system is used.

Hines (5:31) inquires as to why some elementary principals are more effective performers and better leaders. He refers to six years of research done by the University of Florida concerning the work of principals; the results showed that the one factor of greatest significance in differentiating between effective and not-so-effective principals was leadership behavior.

According to Burr (2:393) answers emerging from various studies defined leadership as "behavior of the principal in relation to other people connected with the school." In turn, behavior results in the use of activities which experts consider desirable educational practices, or it influences the attitudes, morale, or quality of human relationships among parents, pupils, or teachers.

Burr (2:393) adds that these behaviors might provide clues to what one could consider educational leadership tasks. He suggests that the effective principal demonstrates democratic behavior in the manner by which he applies it as he works with the teachers, individually and as a group, as well as with parents, with pupils, and with the community. The principal knows the school he administers and its place in the local district. He shows consistency, and teachers know what to expect of him.

Jacobson (6:99) states:

> During the past two decades there has been a concerted attempt to study and determine what makes for good leadership. The armed forces were tremendously concerned with finding officers who would provide leadership under combat conditions. Students of public administration and business administration have analyzed the factors which go to make up leadership.

Anderson (1:47) indicates that intensive competition is found among educators interested in educational leadership. Recruitment of personnel interested in administration has not kept the same pace with educational organizations or professional educators as it has with business and industry. Educational recruitment has been mostly self-recruitment; American educators have played a passive role by expecting potential education leaders to make themselves available. No one should be led to believe that education can recruit and develop leaders without improving incentives and recruiting strategies which compete with those of other organizations. Anderson also asserts that the expansion of education lies in the next decade. The need for administrators for all levels, from elementary through higher education, will increase as the number of students increases and services are expanded.

Featherstone (4:153) notes that although considerable attention has been given to the problem of teacher selection and the prediction of teaching efficiency, comparatively limited attention has been given to similar problems regarding the selection of administrative personnel for the schools. This is especially true of the elementary schools.

Chilton (3:10) writes that modern elementary principals seem to face considerably more complex problems than their predecessors. In the past, experience and tenure were the major criteria in selecting elementary principals; however, these have changed. The two criteria continue to be important, but most superintendents seek additional ones for their appointments.

The problem is well summarized by Burr (2:380) when he states:

> The elementary principalship will continue to gain in prestige and responsibility in the years ahead. Likewise the position will demand that those who aspire to such a career be of extremely high quality and endowed with an array of basic, educational and operational proficiencies. High mental abilities, creativity, stamina, skill in communication, stability in face of frustration, and task commitment are among the characteristics deemed essential as foundations of proficiency.
>
> The future principal must also be broadly educated demonstrating a breadth of understanding in liberal studies, technical areas of school administration, the behavioral sciences and the learning process.
>
> The style of performance or way of working in the day-to-day operation of a good elementary school also requires special proficiencies. The practicing administrator and aspirant to the position must develop operational behavior conducive to educational leadership.

I. STATEMENT OF THE PROBLEM

The purpose of this study was to determine what superintendents of Texas public schools consider to be important criteria in selecting elementary school principals. Specifically, this study resolved itself into discovery of the aspects of elementary school principalships other than college records and state certification.

The investigation of the applicants is the responsibility of the superintendent. The recommendation for employment is that of the superintendent, for it is upon his recommendation that the Board of Education makes its final decision.

II. SIGNIFICANCE OF THE STUDY

The elementary principalship, being a complex function, should demand a variety of human traits and abilities. The criteria used by superintendents of Texas schools in selecting elementary principals should, therefore, be a matter of concern to the field of education. The challenge of this research was to ascertain what superintendents in Texas public schools think are the most important criteria for selecting elementary school principals.

The conclusions and findings should be useful guidelines for those who desire to become elementary school administrators and for superintendents in establishing personnel policies. Furthermore, the results of this study should be beneficial for evaluative purposes in the hiring of elementary school principals and should induce additional research in other facets of this topic.

III. THE SURVEY

Preparation of the Instrument. A questionnaire was constructed from the specific suggestions made in the literature reviewed. The questionnaire was submitted to each member of the dissertation committee. These members were informed of the nature of the study and were requested to make suggestions as to how the instrument could be improved to insure that it would gather the desired information. The Committee consisted of the following professors from East Texas State University.

1. Dr. L. Doyne McNew, Educational Administration, Chairman.
2. Dr. Everett M. Shepherd, Educational Administration.
3. Dr. B. J. Steelman, Secondary and Higher Education.
4. Dr. Howard Putnam, Sociology.
5. Dr. George Lunday, Sociology.

Each of the five committee members returned his questionnaire and each made suggestions for its improvement. The questionnaire was revised, and the result was the eighty-seven-question instrument used in this study. The final form of the questionnaire was in two parts. Part one was of a general nature in which participants were called to choose between "yes" and "no" answers. Part two was of a personal nature and attempted to determine the level of importance of each of the fifty questions. A rank of *A*, *B*, *C*, *D*, and *E* was given. *A* was for most important, *B* for fairly important, *C* for uncertain, *D* for little importance, and *E* for no importance. For detailed description see Appendix A.

Administration of the Instrument. The initial step in administering this instrument was the process of the selection of schools for participation. This was accomplished in the following manner. Using the Texas State Teachers Association--Research Bulletin for 1966-67 (8), the writer mailed a copy of the questionnaire to 25 per cent of the superintendents in each of the seven scholastic groups which were selected on a geographical distribution. Group I included school districts with 15,000 or more scholastics; Group II, from 10,000 to 15,000; Group III, from 5,000 to 10,000; Group IV, from 2,500 to 5,000; Group V, from 1,000 to 2,500; Group VI, from 500 to 1,000; and Group VII, fewer than 500 scholastics. As a result, 276 questionnaires were mailed in the following order: Group I, 7; Group II, 4; Group III, 9; Group IV, 21; Group V, 52; Group VI, 59 and Group VII, 124.

A letter was included with the questionnaire explaining the importance of the study and inviting each superintendent to participate by completing and returning the questionnaire. The initial response from the superintendents was 229 completed questionnaires, or 83 per cent. In response to a follow-up letter, thirty-eight more questionnaires were returned. This brought the final response to a total of 267 completed questionnaires, or 97 per cent.

Discussion of the Data. Data obtained through the questionnaire were tabulated in the following manner: all information from the various questionnaires was transferred to a master copy of the questionnaire. All information was treated collectively so that no embarrassment or pressure could be brought upon any particular district. After the responses were tabulated, the information obtained was exhibited in charts which showed the number of responses and the break down of responses by individual groups in accordance with the different views of the question. Conclusions were drawn and recommendations were made which could help public school superintendents develop or improve criteria in selecting elementary school principals.

IV. DELIMITATIONS

The study was limited to a survey of public school superintendents in the state of Texas concerned with the selection of elementary school principals. No attempt was made to investigate criteria used on the secondary level. The study was limited to the criteria not apparent in college records and state certification. Only the opinions of superintendents responsible for the employment of elementary school principals were investigated.

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CHAPTER II

REVIEW OF THE LITERATURE

The influx of new pupils in today's elementary schools, which promises to be even greater in the future, brings about needs for strengthening the position of the elementary school principal. Such reinforcement can be greatly improved through the use of scientifically selective methods.

McKee (35:213) points out that modern educational leaders recognize the position of elementary school principal as one "of merit, a post within itself," with many duties and responsibilities. He advocates that the principal must have special training for the position in the areas of administration, supervision, direction of personnel, and coordination of public relations. In turn, the principal must recognize the importance of the elementary school within the community and its responsibility in dealing with the problems of today's mobile population.

According to Burr (5:5), the elementary school principal must also possess a realistic approach to the internal environment of the school. He must create a desirable self-image and professional attitude in organizing the faculty for cooperative action; he must identify problems, remain informed concerning new developments and trends, initiate needed changes, and create an environment for the best possible education of the children in the school.

Rascoe and Stoker (38:23) mention that the elementary principal is considered one of the best educated citizens in his community. They emphasize the fact that he reaches his position through experience from the teaching ranks, and they note that as a leader, the elementary school principal assumes the responsibilities of carrying out the total school program.

Gross and Herriott (22:66) describe the position of the elementary principalship as a position which commands unlimited "potentiality for influencing directly the type and quality of education" pupils receive today. They maintain that the elementary principal is the school executive in closest contact with the central function of the school: teaching and learning.

Cunningham (9:1) furnishes a study by the Department of Elementary School Principals which shows that in 1959, 76 per cent of the elementary school principals possessed a Master's degree, compared with 64 per cent in 1948 and only 15 per cent in 1928. He asserts that during the past three decades the elementary school principalship has been upgraded to a higher level than at any other time in American education.

Denny (10:11) discusses the upgrading of the elementary principalship. He states that the position of elementary principal is the most stable on the administration ladder. He asserts that the tenure and security of this post are greater than in any other educational administration position. Denny contends that once elevated to his position the elementary principal is usually given a "blank check." Whether beneficial or not, he is usually left on his own without too much direction. It is a rare occurrence that an elementary principal is "fired."

Bryant (4:74) alleges that certification of the elementary school principal was an early attempt of colonists to qualify schoolmasters for employment as teachers in local communities. Modern certification is the outcome of a gradual evolution providing specialized policies and procedures including regulatory provisions of the various states.

Otto (37:13) reports that the greatest development in the elementary school principalship has occurred since the 1920's. He depicts 1921 as the year of the initial change in the environment of the elementary principal. Until 1920 most rural schools were taught by teachers whose preparation was usually no more than completion of high school or two years at a teachers' college. Currently teachers must have a Bachelor's degree, and more than half of the teachers in some states possess the Master's degree. Otto indicates that with the changing role of the elementary teacher the position of the elementary principal has been broadened. Also, he concludes that the changing world, especially with regard to wars and scientific advances, plays a direct part in the education, operation, and alteration of the principal's environment.

Burr (5:409) contends that the beginning of the maturity of the elementary principalship in 1921 is best reflected by the growth of the Department of Elementary School Principals organized in February of that year. He supports the idea that although membership in the organization increased at a rather slow rate, the department reported a membership of approximately 20,000 by 1961. He calls the organizational growth of the department since the late thirties "almost phenomenal."

Rice (41:64) suggests that there is a "painfully" short supply of good school principals. He blames part of the problem on the fact that the role of the principal is changing. Rice says that even though he is middle man between the central office and teacher militancy, the principal must still lead his school by blending management and educational skills.

Rowe (42:31) designates a good principal as a good leader who leads both teachers and parents toward "future-centered" planning. Concerned with building for the future through today's school, he is convinced that good teachers, good parents, and good administrators must all work together toward a common goal--to help children take their place in a democratic society.

An evaluation of various studies by Wiles and Grobman (46:75-77) brings forth the opinion that highest productivity is found in democratic leadership situations. Also, more productivity is found in authoritarian situations than those left to laissez-faire. It is generally accepted by school authorities that since democratic leadership is suited to a democratic society, it should be applied in public school situations. According to a study conducted by the University of Florida in attempting to uncover various patterns of leadership, it was found that the eighty principals investigated could not discover other forces than the ones already known: the autocratic, democratic, and laissez-faire. Wiles and Grobman are of the opinion that conclusions concerning principal leadership are difficult to reach. Studies which they have investigated show that frequently principals fail to recognize the difference which exists in knowing what is good behavior and what their actual behavior is. These authors point out the results of studies which show that "teachers were found to be more accurate in describing what principals do than the principals themselves are."

Hines and Grobman (26:309-10) state that elementary principals show a tendency for more frequent use of democratic behavior than high school principals. They say that this might be so because the elementary school "lends itself more readily" to what society considers democratic practices. They contend that teachers feel and act differently as the patterns of administrators change. Concurrently, parents and pupils also seem to be affected in the same manner. Democratic principals secure wider participation and use a wider variety of procedures to change existing situations. These authors conclude with the hypothesis formulated from Florida researchers, which acclaims that "a leadership training program can change the operating pattern of the public school principal."

In reporting from Bass, Burr (5:384) gives a description of leadership. He advises that the term "leadership" has more than 130 definitions. "Leadership," says Burr, "may mean many things." He is of the opinion that "leadership" denotes a certain condition or a skill of one who guides, directs, manages and inspires others. To these connotations Burr adds another meaning, this being "to command" an organization or group.

Burr (5:245) continues his discussion of leadership by cautioning against its improper use. It is his viewpoint that the principal must not be "overwhelmed by a sense of his own importance" when he undertakes the responsibility of a managerial position. He also must be cautious not to be captivated by the position so that he loses understanding of the real purposes of **that** position. Furthermore he must be careful not to be involved in details which would allow him little time for devotion to the improvement of instruction, his main purpose for being on the job.

Burr (5:97) amplifies the importance of instructional leadership as follows:

> Instructional leadership involves all of the activities undertaken by the principal in cooperation with others as he seeks to improve the quality of instruction provided for the children in the school. Primarily, the principal is responsible for providing leadership for the school staff. . . . The principal exerts his leadership through working with groups of teachers, by providing stimulation and guidance for individual teachers, by coordinating efforts to produce written materials, by assuming responsibility for evaluation of teacher effectiveness, by encouraging experimentation, and the like.

Leadership for Improving Instruction (32:71) expresses the opinion that the leadership quality in a principal is not restricted within the boundaries of the school system. The article indicates that the position of the elementary principal also carries the responsibility for community leadership.

Jacobson (30:99-100) presents information of exhaustive studies conducted in a period of two decades, attempting to study and determine what constitutes good leadership. He casts doubt that one can find clear-cut answers; however, he lists the following conclusions as indications and guidelines:

> 1. The following conclusions are supported by uniformly positive evidence from 10 or more of the studies surveyed:
> a. The average person who occupies a position of leadership exceeds the average member of his group to some degree in the following respects:
> (1) sociability, (2) initiative, (3) persistence, (4) knowing how to get things done, (5) self-confidence, (6) alertness to, and insight into, situations, (7) cooperativeness, (8) popularity, (9) adaptability, and (10) verbal facility.
> 2. The following conclusions are supported by uniformly positive evidence from 15 or more of the studies surveyed:
> a. The average person who occupies a position of leadership exceeds the average member of his group in the following respects:
> (1) intelligence, (2) scholarship, (3) dependability in exercising responsibilities, (4) activity and social participation, and (5) socio-economic status.
> b. The qualities, characteristics, and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.

Chilton (7:10) terms the elementary principal the "Guardian of Future Generations." In order to contend with his numerous, time-consuming, responsible duties, the elementary principal must possess the mental ability to perform his job; he must be able to communicate, motivate, lead, and plan efficiently. He must understand the philosophy of democratic principles in order to promote excellent teacher-principal learning situations. Chilton contends, therefore, that the principal's qualifications should include ability in public relations. To qualify he must be a leader with proof of "ability, organization, and stamina." Chilton advises the elementary principal that "leadership requires decisive and affirmative action."

The National Elementary Principal (11:22) comments on the various styles of leadership applicable to the principalship. The article offers the suggestion that one should not always be critical of the different styles of leadership. It recommends that such styles as authoritarianism should not always be judged harshly, for there are times, such as during a transition period, in which authoritarianism might fit better than any other style.

Jordan (31:381) uses the word "love" in administration. He summarizes the idea that the basis for administration is the esoteric passion of an administrator in his satisfaction of having served others for their own benefit in the terms of society. Jordan has this to say about "love" in administration:

> "Love" means, here, sympathetic understanding, empathetic feeling, strong liking, fondness, good will, friendliness, brotherhood, compassion. "Administration" is a process involving organizing, deputizing, supervising. Other terms are used also in defining administration, such as: decision making, programming, coordinating, controlling, appraising, stimulating. Although love and concern for people are not usually mentioned in a definition of administration, it is generally recognized among present-day managerial personnel that administration is basically a way of working with people to fulfill the aims of an enterprise. It includes leadership, which is the encouragement and execution of change, and it includes the maintenance of established structures, procedures, or goals. (Administration and management are synonymous.)

Cunningham (9:2) presents another view in the area of leadership. To him the post of the elementary principalship demands a "flexible" personality which can tolerate and bring about change. This office requires an administrator who permits teachers sufficient freedom to innovate and to experiment with methods of teaching that may be superior to those in effect.

Bidwell (2:287) furnishes another approach. He supports the conviction that the elementary school administrator must be aware of the type of leadership role his teachers have defined for him. Teachers have proven they are aware of how principals fill their roles; consequently, they are aware of when and what changes might take place. Bidwell surmises that this ability of the teachers to predict behavior seems to produce a feeling of security and satisfaction.

Goodlad (15:34) asks whether it is too difficult for an elementary school principal to survive in his position. He answers that it is not, for beyond survival an elementary school principal must be an ever-changing person. Goodlad outlines the following requirements:

1. The elementary school principal must be aware of the major forces and ideas which influence the school setting.

2. He must understand the major ideas and recommendations made in education to cope with these forces.

3. He must cultivate an educational environment with permission for continual approval and testing of both new and old ideas.

O'Brien (36:74) calls for a systematic plan of pre-school in-service education for school administrators to be presented in a realistic and well-designed manner. He advocates a strong program which includes a wide range of suggested experiences, plans for varying assignments in several types of schools, and regular schedules of evaluation. The author is of the opinion that such a program will help administrators analyze more clearly their potential necessary for leadership in the modern, dynamic elementary school. Also it should provide rich background experiences and understanding of skills vital to administrative careers.

Hartley and Holloway (24:87) offer comments toward improving preparation programs for prospective educational administrators. They indicate that greater attention must be placed on the administrative internship program and that this program should be supported by state aid. They acclaim that the state government should go further than financial support. They also maintain that the state should accreditate and evaluate internship programs, serve as an agency for unifying the programs and collecting information, advise schools on effective manners in the utilization of interns, and offer guidance to those who request it.

Elsbree, McNally, and Wynn (12:43) suggest that provisions must be made for in-service training of school administrators. Due to the vast amount of knowledge currently available to his profession, the administrator must develop means of becoming acquainted with it. They advise the following:

1. Graduate schools of education must devote more programs for the continuing education of administrators.

2. Administrators themselves must realize the necessity for keeping abreast with modern, up-to-date knowledge and pursue this task with interest and enthusiasm.

Gorman (17:28) concurs by saying that principals must seek assistance from both superiors and subordinates. He cautions, however, that the principal should not act strictly upon all advice received; he must judge and he, himself, decide which is best.

Hayward (25:12) describes some of the responsibilities principals should exercise while on the job:

1. Encourage superiors and subordinates for assistance.

2. Keep communication lines open among superiors, subordinates, pupils, and the community.

3. Accept responsibility as an administrator and supervisor.

4. Offer counsel to newly-appointed or younger elementary principals.

5. Recognize strengths and add to them.

6. Identify teachers with administrative potential.

7. Participate in local, state, and national professional organizations and community activities.

8. Work with teachers on instructional problems, curriculum problems, individual pupil problems, public relations, and all other areas of the school program.

Green (19:10) lists eleven responsibilities of an elementary principal's job: executive officer, coordinator, motivator, innovator, mediator, interpreter, supervisor, evaluator, advisor, professional "example" and prophet. In addition he needs to be creative, practical, supportive, and challenging.

Hoyle and Randall (29:32-33) investigated groups of principals who differed in teaching experiences. Their findings reveal that principals with more years of elementary school teaching experience were much more apt to adjust to the behavioral patterns of elementary school administration. These authors mention that in a graduate program, prospective elementary school principals should concentrate on taking more graduate courses in elementary education than merely graduate courses in general school administration.

According to Levine (33:17-18), the principal seems to be the main determinant between a good school with happy teachers and pupils and one where teachers and pupils are demoralized. He notes that a good training program which motivates the potential administrator to evaluate himself and his administrative behavior from the viewpoint of teachers and pupils should be installed in the preparation for administrative duties.

Gross and Herriott (22:69) sum-up the discussion concerning leadership in the elementary principalship by including the term "loyalty." They believe that regardless of the fact that the elementary principal is the chief administrator of his particular school, he is at the same time subordinate and accountable to his superintendent and owes him complete loyalty. His action can have a very important effect upon his success.

Gordon (16:63-64) identifies three areas of professional qualifications receiving collective rating, thereby implying that they may not be crucial to the selection process:

1. Length of teaching experience. Anything between five and ten years is considered acceptable.

2. Length of administrative experience. Here, four to six years are considered desirable.

3. Degrees held. A Master's degree is preferred although it has been found that nothing beyond the Bachelor's degree has been held as being crucial to selection.

Burr (5:363) comments on the experience of the elementary principal in the past: usually limited to the classroom, he relied upon his ability to get along with others and to maintain a strong rule. However, Burr feels that the role of the principal has changed and will continue to change in the future. He expresses the opinion that the range of proficiencies necessary for effective administration must be altered. It is his viewpoint that "definitive set" of proficiencies is impossible. In turn he points to recent studies which have established guidelines for proficiencies in administration. He names these as philosophy, insights, professional perspective, and self-evaluation.

School Management (27:108) gives a consensus of opinions of administrators who call for "stringent requirements" in the employment of elementary school principals. These administrators point out that, usually, the first requirement is for applicants to have taught in that local district for at least three years. They explain that this time element will allow for acquaintance by his colleagues and for his understanding of the district. Other requirements are that he must be under forty-five years of age, possess the Master's degree in school administration, and be certified by the state. These administrators add that the above-mentioned requirements should be used only as starters. They recommend that deeper insights be obtained by searching for leadership, organization, good command of the English language, enthusiasm, dependability, grooming, and interest in professional growth.

Featherstone (13:154-56) offers seven major factors in the selection of elementary school principals as found in an analysis of selection programs he examined. These are requirements pertaining to the amount of prior teaching experience, requirements relating to the type of previous teaching experience, recommendations from principal or supervisor, an evaluation of college credentials, some type of oral examination or interview, written examinations, and final selection left to the responsibility of the superintendent, who recommends the candidates to the board of education. Featherstone reports that in many cities of the country candidates for principalship are selected solely on the subjective judgment of the superintendent, without use of information other than college credentials; in most of such cases the selection by the superintendent is accomplished without consideration of opinions of other qualified administrators. Featherstone contends that although attempts to develop selective procedures are increasing, he is convinced that too many school systems lack written policies relating to the selection process.

Borg and Silvester (3:324-25) concur with Featherstone that far too many school districts use subjective, non-standard, and essentially "hit-or-miss" techniques to select administrators. The authors claim that results from certain studies show that as many as 90 per cent of the districts investigated did not use a formal method for the selection of the position of elementary school principal. These writers place the blame for the failure of education--to develop adequate methods for the selection of elementary principals--on the complexity of the problem. This deficiency is due to the fact that school administrators play many roles and are required to be competent in many diverse areas which are not easily measurable by objective means.

The National Elementary Principal (45:6-7) furnishes what has been called the "hidden qualities" in the personality of a principal. They are listed as being honesty, integrity, kindness, tact, intelligence, alertness, admiration and respect. The article indicates that the pupils must respect the principal and feel a kindness toward him, and that the parents should be treated as individuals feeling that their children are receiving a "fair deal."

Nation's Schools (40:62) presents the results of research conducted at Harvard University regarding information about hiring elementary principals. According to the study, the researchers found that certain considerations are largely irrelevant to educational leadership. These were listed as being sex, marital status, teaching and administrative experience, length of service, and college credit for courses completed in education and educational administration. The investigation showed that the important measures for professional leadership are good grades in college, a strong desire to succeed, a willingness to devote off-duty time to school problems, and enthusiasm and tact in working with colleagues.

Templeton (44:61) outlines the qualities he deems necessary for an elementary principal in carrying out his administrative duties:

1. Candidate's philosophy of education
2. Personality of the individual
3. Understanding children and ability to work with people
4. Leadership
5. Educational training, not less than a Master's degree with considerable work in supervision and administration
6. Eligibility for principal's certificate
7. Age and educational experience
8. Organizations to which the person has belonged and does belong, both professional and community
9. Contribution to educational program
10. Administrative ability
11. Adaptability to meeting changing conditions
12. Dependability and responsibility as indicated by ability to make out reports accurately and promptly, and to assume responsibility for assigned items.

McIntyre (34:42,46) terms the recruitment and selection of elementary school principal candidates as a "systematic, carefully conceived, and scrupulously followed procedure" which culminates in choosing the best for the position to be filled. McIntyre questions, however, the manner by which the best prospects may be identified. He answers by recommending the following guidelines:

1. There should be a job description for every job to be filled. This should explain the role of the principal as expected by the superintendent, the faculty, and the community. This is necessary because situations usually vary in different schools within the same system.

2. Standards for selection should be established. Consideration of certain competencies should be provided. It is suggested that teachers and other qualified personnel be allowed to participate in determining standards for the appraisal of candidates.

3. Outstanding prospects must be located. Aside from good

prospects in the local schools, candidates should be sought from other districts, through placement bureaus, and through individual professors who train principals.

4. Routine information should be obtained. It is imperative that a biographical information form be completed and submitted by each candidate in addition to credentials and transcripts. It is suggested that such routine information should not be secured during interviews or other personal contacts.

5. Each candidate's fitness for the position should be appraised. First, the judgment of qualified persons with whom the candidate has worked must be obtained. These judgments should be obtained by telephone or, if possible, by direct contact, unless persons making recommendations are known well, in which case letters of recommendation would suffice. Second, individual and group interviews and situational performance tests should be skillfully conducted. However, precautions should be taken to prevent untrained observers or interviewers from interpreting such media.

6. Recommendations should be made to the Board of Education. It is the superintendent's responsibility to present candidates and to support the recommendations with an impressive amount of pertinent evidence.

7. All candidates should be notified of the Board's decision. The superintendent should notify those selected immediately and those not so fortunate, soon thereafter.

Anderson (1:49,52), in agreement with McIntyre's views, also ponders as to where one should begin his search for prospective principals. He, too, finds that the most abundant area for the availability of candidates is from existing professional personnel within local school systems. He casts doubt on the idea that the traditional supply from the ranks of classroom teachers will cease to be the trend. Anderson urges that meaningful research in the areas of selection and recruitment of elementary principals be conducted and be brought to light in professional literature; this, he concludes, is sadly missing.

Cooper (8:392) reports that besides having an obligation to the public, candidates for the elementary principalship must be of high caliber. The author is convinced that recruitment competition among the various professions will intensify in the years ahead. He expresses the view that such competition will also take place in the education profession, which, in turn, will make increasing demands of formal education. He indicates that due to the growing need for candidates of superior intelligence and the competition for them, recruitment will become critical in the years ahead.

Forester (14:33) contends that the selection process for prospective principals in the elementary school should start early in a teacher's career. Qualities required for this position should be investigated and used to the advantage of the candidate. The process of selection should go back to university staff members, who should be able to identify future school leaders while they are still at the undergraduate level.

Greene (20:33-35) expresses the opinion that the selection of the elementary school principal is a never-ending process which should begin before the need arises and which definitely begins when the need does arise. He suggests that the first step in the selection process should be recruitment. He supports the view that a school system must have a plan for attracting candidates and not rest upon "accidental basis." Greene adds that included in the selection process should be the establishment of minimum qualifications, the use of a periodic job analysis, the use of written tests covering administrative, supervisory, curricular, and methodic areas, the use of interviews, the review of previous service records, and other personal tests that may seem applicable.

Read (39:14) expresses the opinion that only few individuals can comprehend or appreciate the intensity of evaluation, examination, nomination, selection, and appointment of a candidate to the elementary principalship as does the superintendent of a school system in making this responsible decision. He calls this process the test by which the school can "pass or fail."

Graff and Kimbrough (18:296) mention three important implications for the establishment of a selection program for the elementary principalship. First, there is need for awareness on the part of the personnel in charge of employment to identify the characteristics candidates exhibit in defining and solving problems and in providing assistance to others to do the same. Second, no one person or a group of persons can make adequate selection without the direct participation of the candidate under consideration. Third, selection should be considered as the beginning of a guidance period for the complete preparation of the appointee through methods of pre-service and in-service training.

Schilson (43:66) furnishes a rather different view for the establishment of criteria for the selection of prospective elementary school principals. He advocates a screening procedure termed "criteria for admittance." He emphasizes the idea that these criteria must be determined by a selection committee prior to the institution of one's training toward certification for the position. Schilson outlines the following essential criteria:

1. Mature judgment
2. Ability to work well with others
3. Evidence of leadership ability
4. Above-average intellectual ability
5. Ability to communicate effectively
6. Sound health or the physical stamina and ability to stand up under varied pressures and demands
7. Dependability
8. Ability to express a philosophy of education that will provide a framework in which the principles of American Democracy shall be perpetuated in the school experiences of every child
9. Academic qualifications for elementary teacher certification
10. Compassion for and understanding of children in their various stages of growth and development
11. The capability to conceive and foster creativity in working with children and adult colleagues.

A survey by School Management (28:101) obtained valuable information to be used when preparing a guide for rating in the selection of elementary school principals. The guide contains the following items which should be rated from five to one, five being the highest rating.

1. Personal appearance
2. Verbal expression
3. Judgment
4. Attitude toward position

5. Intelligence
6. Attitude of self
7. Professional efficiency.

Jacobson (30:582) outlines, in the order of frequency of mention, sixteen qualities in the selection of elementary school principals found in a research study by the Department of Elementary School Principals:

1. Ability to get along with people
2. Personality
3. Leadership
4. Organizing and executive ability
5. Tact and diplomacy
6. Good judgment and common sense
7. Professional attitude
8. Interest in, liking for, and understanding of children
9. Ability to teach
10. Character
11. Appearance
12. Poise and emotional stability
13. Social adjustment
14. Health, energy, and vigor
15. Ability to supervise and help teachers grow
16. Interest in community affairs.

Willis (47:36) gives the procedure followed by the Chicago Board of Education in appointing administrators from the rank of elementary principal up:

1. The superintendent presents his official recommendations at a regular public Board meeting. The public and the press are welcomed and the press receives a copy of the list of recommendations.

2. Action by the Board of Education is deferred automatically for one meeting.

3. The Board meets in a closed session and determines whether to approve or disapprove recommendations.

4. An official announcement of appointment is made at a scheduled Board meeting with the public and the press invited.

Hadley (23:25-26) provides a summation of the professional literature concerning the selection process for the elementary principalship by offering the following twenty-three guidelines:

1. The job of the principal should be defined in terms of the position to be filled.
2. The qualifications desired of candidates should be determined by members of the teaching, supervisory, and administrative staffs.
3. The responsibility for the execution of selection policies should reside with the superintendent of schools.
4. All reputable sources should be used in the search for candidates.
5. Sources should be supplied with all available information about the school and community--their problems, needs, and desires.
6. Contacts should be made with college placement officers for names of qualified candidates rather than individual professors.
7. The search for candidates should be extended over a wide geographical area.
8. Sufficient funds should be budgeted to conduct a comprehensive search for candidates.
9. Permission should be received from the candidates' employing superintendents before making contacts, observing, or making an offer to candidates.
10. Inquiries made of candidates should be conducted in a manner that will not endanger their position.
11. The candidate should be informed of the salary or salary range the position will pay early in the selection process.
12. Information gained through recommendations and other sources should be kept in confidence.
13. References should be checked with the persons writing them. Personal interviews or discussions by telephone are more conducive to gaining frank opinion than correspondence.
14. If possible, a candidate should be visited in his present school and community.
15. Arrangements should be made for a candidate to visit in the school and community before the selection is made.
16. If possible, the investigation should include meeting the candidate's spouse.
17. Screening should be a continuous process, its aim being the retention and addition of highly qualified candidates, rather than the elimination of those not so well qualified.
18. The responsibility for screening candidates, if delegated by

the superintendent to line officers or staff members, should be accompanied by the assurance that the recommendations of such personnel will be given due consideration.

19. The superintendent should be chiefly responsible for conducting the candidate's final interview.

20. The superintendent should make a single nomination to the board of education for its acceptance or rejection.

21. All candidates should be notified of the board's decision immediately following the selection of a candidate.

22. Every effort should be made to help the principal and his family to adjust to the school and community.

23. The potential for professional growth should be one of the dominating factors in the selection of principals; the development of this potential will largely determine the effectiveness of the selection.

Burr (5:457,470) comments on the futuristic images of the elementary principalship. He states that man's incentive and his technological advancements will not be limited to the areas of industries. He indicates that such advancements will have a direct influence on the elementary principalship. Burr acclaims that the future elementary principal will need to be "a very emotionally and educationally mature person, broadly and thoroughly prepared and widely traveled." He calls for the earned doctorate or its equivalent as a prerequisite for the position.

Cooper (8:390,392) cautions that the long range forecasting concerning the preparation and success of elementary school principals is a very difficult prognostication to achieve. He defends this viewpoint by explaining that the elementary principalship rests upon social change. He cautions that due to the many variables which affect the forces of social change, principals must exercise sufficient foresight to prepare for the ever-occurring changes, regardless of how difficult and foreign they might be. Cooper concludes his discussion by offering the following thought:

> The future of the elementary principalship depends in great part upon the ability of its members to articulate an appropriate role for themselves, to gain wide acceptance for it, and to demonstrate consistency in fulfilling it.

Campbell et al. (6:252-53) are of the opinion that future school administrators will be more carefully selected and more adequately prepared than today. They call for a greater scrutiny of administrative candidates by both the school districts who will employ them and by the universities who will train them. They strongly recommend that school districts and universities work together during the training of an individual in the field of administration. These authors mention evidence of various tests which bring out the personal characteristics of administrative candidates. They strongly advise that tests be given to measure mental ability and knowledge in administrative candidates. They urge that the results of these tests be combined with field reports in order to give a "simple but effective procedure for selection." The writers find that such selection procedures appear to be on the increase.

Concurring with Campbell, Gordon (16:64) maintains that school officials must improve the process of selection of the elementary school principal. He calls for an expansion of training programs sponsored by school districts. He points out the necessity for collecting data on the educational and professional experience of candidates, data from psychological and professional tests, data from interviews, and personal evaluations made by university professors, supervisors, and principals. Gordon advocates the Master's degree in educational administration as a prerequisite for entering the training program for elementary principalship. He adds that a candidate must have a minimum of three years' successful teaching experience in the district.

Grieder (21:12) discusses the modern approach to the appointment of the elementary principalship, the internship in administration. He notes that some large school districts have created internship programs for their own personnel, thus creating a continuous supply of promising candidates. Grieder supports this program since large districts have a strong tendency to appoint principals from within the system. He mentions, however, that the internship makes it very difficult for an outsider to come into the system as a new principal.

SUMMARY

A survey of the literature revealed that there was much agreement of the general role and scope covering criteria for the selection of the elementary school principals in America today. Also, it was revealed that interest covering development and improvement of such criteria was advocated.

Bryant (4) briefly explains the evaluating process for the certification of the elementary school principal. Otto (37) and Burr (5) add that the greatest changes in this evolutionary process have taken place since the 1920's.

All the authors have indicated leadership as the one most important criterion in the success of a principal in his job. McKee (35) points out that a principal must recognize the importance and responsibility of the position. Burr (5) offers various definitions of leadership and, like Jacobson (30), offers advice on the proper and improper applications of leadership. Also, he includes comments on the self image and professional attitude of elementary principals.

Rascoe and Stoker (38) consider the principal to be the best-educated citizen in the community. Cunningham (9) suggests that this desirable attribute may have come about recently, since only in the past few decades the elementary principalship has been upgraded to a higher level than at any other time in American education. To maintain this higher level, educators suggest ways for improvement. Hoyle and Randall (29) call for more graduate courses in elementary education rather than in general school administration. O'Brien (36), Hartley and Holloway (24), and Elsbree, McNally and Wynn (12) advocate pre-service and in-service training for school administrators. Grieder (21) urges the inclusion of "internship in administration" for the preparation for elementary school principals. Chilton (7) calls for an extended training of potential elementary principals to meet the necessary qualifications and responsibilities for being the "Guardian of Future Generations."

Templeton (44) outlines various qualities which he deems important for an elementary principal in carrying out his duties. Gross and Herriott (22) offer for this list the principal's unlimited potentiality for influence. Cunningham (9) adds to it the idea of flexibility of the position.

Denny (10) and Goodlad (15) discuss the stability of the principal's position in terms of tenure and security. Rice et al. (41) claim that this may be due to the shortage of supply of principals because of the principal's changing role.

Gross and Herriott (22) strongly recommend to potential principals that they offer loyalty to their subordinates and superiors alike. Jordan (31) defines this esoteric passion as "love" in administration. Gorman (17) and Hayward (25) advise principals to seek assistance from both superiors and subordinates.

Wiles and Grobman (46), and Hines and Grobman (26) emphasize domestic leadership for a democratic society. Bidwell (2) comments that teachers can predict the types of leadership an administrator will exercise. Green (19) lists numerous responsibilities covering the position of the elementary principal. Levine (33) contends that in a democratic society the principal seems to be the main determinant between a happy school atmosphere and a demoralized one.

Featherstone (13), and Borg and Silvester (3) infer that too many school systems lack written policies relating to the selection process of administrators. Gordon (16) offers cautions about three areas of professional qualifications which need not be considered crucial to the selection process. McIntyre (34) and Anderson (1) call for a "systematic, carefully conceived, and scrupulously followed procedure" in the selection of principals. Campbell et al. (6), and Gordon (16) recommend better evaluation and scrutiny programs for the selection of school administrators. Graff and Kimbrough (18) desire the establishment of a scientific process for the selection of elementary principals. Schilson (43) concurs by advocating a screening procedure he terms "criteria for admittance." Covering the final responsibility in the selection process for administrators, Read (39) states that the responsibility for the final selection rests exclusively on the shoulders of the superintendent. Willis (47), however, maintains that the final selection is a jointly exclusive responsibility between the superintendent and the Board of Education. Hadley (23) concludes by providing a thorough summation of professional literature as he offers a strong list of twenty-three guidelines for the selection process for administrators.

Forester (14), and Greene (20) support the idea that the selection process for prospective elementary principals should be a never-ending task starting early in a teacher's career or, if possible, during the teacher's training years. Cooper (8) explains the high caliber of principals as being due to the recruitment competitions from among the various professions.

Looking into the future, Burr (5) thinks the changing role of the elementary principal will continue to change. Rowe (42) calls this "future-centered" planning. Cooper (8) cautions, however, that long range forecasting concerning the success of administrators is a very difficult prognostication to achieve due to our rapidly changing social order.

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CHAPTER III

PRESENTATION OF THE DATA

An investigation was conducted to determine the various criteria used by superintendents of Texas public schools in the selection of elementary school principals. The districts investigated were divided into seven scholastic groups, selected on a geographical distribution, and 25 per cent of the superintendents in each of the seven groups were requested to participate by completing a questionnaire.

In all, 276 questionnaires were sent to the superintendents of the selected districts. Of these, 267, or 97 per cent, responded. The breakdown of the 267 responding superintendents is as follows: Group I, 7; Group II, 4; Group III, 9; Group IV, 21; Group V, 50; Group VI, 58; Group VII, 118.

Responses to the questions are reported in this chapter; however, at the end of the chapter a "Master Chart of Frequency of Mention" is presented indicating cumulative responses to the questions, according to the rank by which the responding superintendents considered them to be most important.

I. GENERAL QUALIFICATIONS

Question 1: When Selecting Principals in Your System, Do You Prefer Those Candidates Who Have Received Their College Education in Texas?

Each of the superintendents responding to this question indicated his preference for the state or out-of-state preparation of elementary principalship candidates. A total of 229 superintendents, or 85.77 per cent, responded that they desire their candidates to receive their college education in Texas. Only thirty-eight superintendents, or 14.23 per cent, indicated no preference as to the state in which candidates may be educated.

Question 2: Do You Select Your Principals on the Basis of Competitive Examinations?

According to the responses of the superintendents, it was found that elementary school principals are not usually selected on the basis of competitive examinations. Only six superintendents, or 2.25 per cent, included competitive examinations in their selective process. A large majority of 261, or 97.75 per cent, responded that they do not use this criterion.

Question 3: Are Competitive Examinations Written, Oral or Both?

The superintendents who included competitive examinations in the selection process were asked to indicate the type of examination offered. The responses of the six superintendents indicated one requires a written examination, two require an oral examination, and three require both.

Question 4: Which Degree Do You Require the Principal to Have?

The superintendents participating in the study were asked to indicate which degree they require candidates to have. Of the 267 superintendents responding, fifty-five, or 20.6 per cent, reported satisfaction with the Bachelor's degree. A smaller number, thirty-five superintendents, or 13.11 per cent, expressed satisfaction with a Bachelor's degree and additional graduate work. With more rigid requirements, 168 superintendents, or 62.92 per cent, require the Master's degree. Only nine superintendents, or 3.37 per cent, desire graduate work beyond the Master's degree. No superintendents have been found who require the doctorate.

Question 5: Is the Applicant Required to Hold a Professional Elementary Teaching Certificate?

To the above question the superintendents offered responses with the following results: 203 superintendents, or 76.03 per cent, responded in favor of the professional elementary teaching certificate. On the other hand, sixty-four, or 23.97 per cent, of the superintendents do not consider the professional certificate as a requirement.

Question 6: Are Applicants Who Do Not Hold an Administrative Certificate Considered?

Superintendents answering to the above question did not show extensive variations as 152, or 56.93 per cent, responded that they do not consider possession of the administrative certificate as prerequisite, compared to 115, or 43.07 per cent, who do.

Question 7: Do You Have a List of Qualifications for Principal Compiled by Your School System for Use in Selection of a Principal?

To this question the superintendents responded thusly: only fifty-nine, or 22.1 per cent, responded that such a list is compiled. A total of 208, or 77.9 per cent, responded negatively to this question.

Question 8: Do You Have a Statement of Information Concerning the Schools and Community Prepared for Prospective Candidates?

In response to this question, the following results were obtained: seventy-eight superintendents, or 29.21 per cent, reported having a prepared statement of information. A majority of 189 superintendents, or 70.79 per cent, reported not having such a statement of information.

Question 9: How Many Years of Classroom Teaching Experience Do You Prefer the Candidate to Have?

The superintendents listed the years of teaching experience they prefer the candidates to have. Preferring one to five years' teaching experience are eighty-five, or 31.84 per cent. Nearly twice as many, 169, or 63.29 per cent, expressed preference for six to ten years experience. Only thirteen superintendents, or 4.87 per cent, preferred that candidates have over ten years' teaching experience.

Question 10: Do You Prefer the Candidate to Have Had Administrative Experience Prior to Employment as a Principal in Your District?

With regard to their preference for prior administrative experience of candidates, superintendents responded as follows: 153, or 57.3 per cent, prefer prior experience, whereas 114, or 42.7 per cent, do not.

Question 11: If Someone in Your Present School System Has Qualifications Equal to Those of Other Applicants, Is This Person Given Preference When Selecting a New Principal?

There are 258 superintendents, or 96.63 per cent, who favor applicants within the school system who possess equal qualifications with other applicants, compared to only nine, or 3.37 per cent, who do not.

Question 12: Is a Set Formula Used to Determine the Salary of the New Principal?

When the 267 superintendents were asked to respond to the above question, 181, or 67.79 per cent, reported the use of a formula to determine the salary of a new principal. Only eighty-six superintendents, or 32.21 per cent, reported absence of such a formula.

Question 13: Do You Circulate Information Concerning the Vacancy in Other States Throughout the Country When You Are Seeking Prospective Principals?

A large majority of 231 superintendents, or 86.52 per cent, feel that they need not advertise outside the state for prospective principals. Only thirty-six superintendents, or 13.48 per cent, revealed that they advertise outside the state of Texas.

Question 14: Does Your School System Have a Printed Set of Standards and Requirements Relating to the Principal's Position?

The responding superintendents gave the following expressions regarding this question: 121 superintendents, or 45.32 per cent, reported use of printed standards and requirements. A total of 146 superintendents, or 54.68 per cent, admitted lack of such printed standards.

Question 15: Are Expenses of Candidates Who Are Invited for an Interview Paid by the School Board?

Superintendents gave the following information concerning this question. Only thirty-two, or 11.99 per cent, indicated that their school offers to pay traveling expenses of candidates. On the other hand, 235 superintendents, or 88.01 per cent, indicated that travel expenses must be the burden of the candidates.

Question 16: Do You Require That the Applicant Have Some Teaching Experience in an Elementary School?

The majority of the superintendents pointed out in their responses that experience in the elementary school is a prerequisite for application for the principalship. A majority of 181 superintendents, or 67.79 per cent, responded favorably to this requirement. A minority of eighty-six superintendents, or 32.21 per cent, expressed no requirement for elementary teaching experience.

Question 17: Do You Require That the Applicant Have Some Teaching Experience in Your School System?

According to 263 superintendents, or 98.5 per cent, teaching experience in the local system need not be a requirement for the principalship. Only four superintendents, or 1.5 per cent, desire such requirements.

Question 18: Do You Require That the Applicant Have Some Previous Supervisory Experience?

There are 212 superintendents, or 79.4 per cent, who indicated that previous supervisory experience should not be a prerequisite to the principalship. A smaller group of fifty-five superintendents, or 20.6 per cent, are in support of previous supervisory experience for elementary principal applicants.

Question 19: Do You Require That the Applicant Have a Major in Educational Administration?

Answering negatively, 198, or 74.16 per cent, expressed the opinion that a major in educational administration should not be a requirement for principalship application. Taking the affirmative, sixty-nine superintendents, or 25.84 per cent, said they maintain a requirement for a major in the area.

Question 20: Do You Require That the Applicant Have a Minor in Educational Administration?

A majority of 162 superintendents, or 60.67 per cent, indicated that a minor in educational administration is not a requirement for the principalship. However, 105 superintendents, or 39.33 per cent, reported requirements of a minor in this discipline before consideration can be given an application.

Question 21: Do You Require a Personal Interview with the Applicant?

All 267 superintendents, or 100 per cent, advocated a personal interview with the applicant as a prerequisite to selection.

Question 22: Do You Require That Applicants Go Before an Interviewing Panel?

In response, 196 superintendents, or 73.41 per cent, noted that applicants for the principalship are not required to go before an interviewing panel. Only seventy-one, or 26.59 per cent, are in favor of an interviewing panel.

Question 23: During the Interview, Do You Suggest That the Applicant Give an Indication of His Philosophy of Education?

There was a strong indication from 238, or 89.14 per cent, of the participating superintendents that during the interview applicants should express their philosophy of education. Only twenty-nine, or 10.86 per cent, of those responding do not consider an applicant's philosophy of education important.

Question 24: Do You Require a Written Statement of the Applicant's Philosophy of Education?

Only forty-nine, or 18.35 per cent, of the superintendents require a written statement of the applicant's philosophy of education. A large majority of 218 superintendents, or 81.65 per cent, do not require such a written statement.

Question 25: Do You Require the Completion of an Application Form?

Nearly all superintendents, 238, or 89.14 per cent, of those participating in this investigation emphasized requirements for completion of an application form. Only twenty-nine, or 10.86 per cent, of the participants do not require an application form.

Question 26: Do You Require Letters of Recommendation?

A large number of 199, or 74.53 per cent, of the superintendents indicated that letters of recommendation are required in the selection process. Only sixty-eight, or 25.47 per cent, participants do not require letters of recommendation.

Question 27: Do You Require Letters of Recommendation From the Applicant's Supervisors?

According to 189, or 70.79 per cent, of those responding to the questionnaire, letters of recommendation from the applicant's supervisors are required. On the other hand, seventy-eight, or 29.21 per cent, of the responses showed no such requirements.

Question 28: Do You Require Letters of Recommendation from the Applicant's College or University Professors?

A slight majority of 141 superintendents, or 52.81 per cent, are in favor of letters from college or university professors, whereas, 126, or 47.19 per cent, are opposed to the idea.

Question 29: In Selection of a Principal, Do You Prefer the Candidate Be Married?

Of the superintendents responding, 243, or 91.01 per cent, strongly concurred that applicants for the elementary principalship should be married. Only twenty-four, or 8.99 per cent, of those responding did not imply interest in the applicant's marital status.

Question 30: All Qualifications Being Equal, Would You Prefer a Male or Female Principal?

A rather convincing number of 262 superintendents, or 98.13 per cent, acclaimed preference to male over female principals. Only five, or 1.87 per cent, of the participants prefer female principals.

Question 31: Do You Require Principals to Reside in Your School District?

In reply, 220, or 82.4 per cent, of the superintendents indicated that they have requirements that principals reside within the local school district. Only forty-seven participants, or 17.6 per cent, showed no such requirements.

Question 32: Do You Require a Preappointment Physical Examination?

A total of 201 superintendents, or 75.28 per cent, responding to this question disclosed no requirements for a preappointment physical examination. There are, however, sixty-six, or 24.72 per cent, of the superintendents who require preappointment physicals.

Question 33: Do You Investigate the Applicant's Emotional Stability?

A very large majority of 247, or 92.51 per cent, of the participating superintendents strongly recommended investigation of an applicant's emotional stability. Only twenty, or 7.49 per cent, of the participants reported no such provisional requirements.

Question 34: Do You Investigate the Applicant's Use of Alcohol?

In answer to this question, 230, or 86.14 per cent, of the superintendents advised investigation of the applicant's use of alcohol. On the other hand, seven, or 13.86 per cent, of those responding do not consider an applicant's use of alcohol worth investigating.

Question 35: Do You Investigate the Applicant's Use of Tobacco?

A minority of seventy, or 26.22 per cent, of the superintendents involved in the study feel that an applicant's use of tobacco merits investigation. A large majority of 197, or 73.78 per cent, of the superintendents, however, do not consider the personal use of tobacco important when a candidate is being considered for the elementary principalship.

Question 36: Do You Attempt to Ascertain the Applicant's Public Speaking Ability?

A total of 161, or 60.3 per cent are in favor of such an attempt, but 106, or 39.7 per cent, do not feel it is necessary.

Question 37: Do You Investigate the Applicant's Service Club Affiliation?

A majority of 184, or 68.91 per cent, of the superintendents commented that an applicant's service club affiliation does not merit investigation; on the other hand eighty-three, or 31.09 per cent, do investigate.

II. PERSONAL QUALIFICATIONS

Item 1: Educational Preparation

Each of the participating superintendents was asked to rate the importance of the educational preparation of each candidate for the elementary principalship. In this case 161, or 60.3 per cent, of the superintendents considered it most important. However, 102, or 38.2 per cent, of the superintendents found it to be fairly important. Only three superintendents noted uncertainty, and one thought it of little importance.

Item 2: Previous Professional Experience as a Teacher

According to 158, or 59.18 per cent, of those participating, previous professional experience as a teacher is emphasized as being most important in the selection process of an elementary principal. A smaller number, 102, or 38.2 percent, of the superintendents suggested that it is fairly important. A minority of six superintendents were uncertain, and only one deemed it to be of little importance.

Item 3: Previous Professional Experience as a Principal

In the responses, fifty-two, or 19.48 per cent, of the superintendents expressed the opinion that previous professional experience as a principal is of most importance. A larger number of 131, or 49.06 per cent, of the superintendents pointed out that previous experience is fairly important. Only forty-two, or 15.73 per cent, of the participants indicated uncertainty. A minority of thirty-four superintendents, or 12.73 per cent, attached little importance to previous experience. Only eight of those responding considered previous experience to be of no importance.

Item 4: Resourcefulness as a Teacher

In responding to the item of the importance of an applicant's resourcefulness as a teacher, 156 superintendents, or 58.43 per cent, advised that it is most important. Taking a different view, 100, or 37.45 per cent, of the participants expressed the idea that it is fairly important. Noting uncertainty were ten participants, and only one marked it as not important.

Item 5: Resourcefulness as a Personal Attribute

Over half of the answers, 146, or 54.68 per cent, reported a candidate's resourcefulness as a personal attribute as being most important. A smaller group, 106 superintendents, or 39.7 per cent, felt that it is fairly important. A still smaller group of fourteen superintendents were uncertain, and one attributed little importance to resourcefulness.

Item 6: Capability to Understand and Hold Respect of Elementary Age Students

A large number of 209, or 78.28 per cent, of the superintendents considered it most important for a candidate to be capable of understanding and holding the respect of elementary age students. Differing, fifty-one, or 19.1 per cent, noted that it is fairly important. Unable to decide, five participants expressed uncertainty, while one considered it of little importance, and one of no importance.

Item 7: Knowledge of Classroom Management

A notable majority of 193, or 72.28 per cent, reported knowledge of classroom management to be most important in the selection process. Taking the next rank, sixty-eight participants, or 25.47 per cent, commented that such knowledge may be fairly important. Four superintendents were uncertain, and two others said it is of little importance.

Item 8: Capacity to Maintain Discipline

The responding superintendents gave the following preferences concerning the capacity of candidates to maintain discipline: 219, or 82.03 per cent, advocated this as being most important. Taking another view, forty, or 14.98 per cent, stated that it is fairly important.

Just three participants were uncertain, three contended it is of little importance, and only two thought it of no importance.

Item 9: Selection from Within the Local System

Each of the superintendents responding to the question pertaining to the selection of elementary principals from within the local system answered in the following manner: twenty-one, or 7187 per cent, of the superintendents indicated this to be most important. A much larger number of 122, or 45.69 per cent, of the superintendents denoted it as fairly important. Being indecisive, forty-two, or 15.73 per cent, of the superintendents expressed uncertainty. Tabulation shows fifty-six, or 20.97 per cent, of the participants placed little importance upon such selection. Only twenty-six, or 9.74 per cent, of the superintendents thought it of no importance.

Item 10: Selection from Outside the Local System

Superintendents gave the following information concerning the importance of selection of candidates from outside the local system: fourteen, or 5.24 per cent, were of the opinion that it is most important. Placing less stress upon such selection, fifty-two, or 19.48 per cent, of the superintendents indicated that it is fairly important. Only seventy-four, or 27.72 per cent, of the superintendents appeared uncertain. More emphatic, eighty-eight, or 32.95 per cent, of the participants explained that this is of little importance. Differing slightly, thirty-nine superintendents, or 14.61 per cent, maintained that selection from outside is of no importance.

Item 11: Leadership in Educational Matters

The superintendents rating the importance of a candidate's leadership in educational matters disclosed the following views: 143 superintendents, or 53.56 per cent, concluded this it is most important. Placing less stress upon the matter, 112, or 41.95 per cent, surmised that it is fairly important. On the other hand, eight participants were uncertain, three throught it of little importance, and one attached no importance to the idea.

Item 12: Capability to Work with Parents

According to the responses concerning the importance of a candidate's capability to work with parents, 220 superintendents, or 82.4 per cent, expressed the view that it is most important. Only forty-six, or 17.23 per cent, of the superintendents rated it as being fairly important. Only one response expressed uncertainty.

Item 13: Ability to Work with All Community Elements

The superintendents participating in this study gave the following views concerning the importance attached to the ability of a candidate to work with all community elements: 159, or 59.56 per cent, advised that this should be considered most important. Responding with another view, ninety-eight, or 36.7 per cent, of the superintendents marked this ability as fairly important. Being indecisive, seven superintendents noted uncertainty and three thought it to be of little importance.

Item 14: Capacity to Handle Controversial Issues in the Community

The superintendents were asked to evaluate the level of importance concerning an applicant's capacity to handle controversial issues in the community. Of the superintendents responding, 152, or 56.93 per cent, stated that this is most important. Fewer in number, ninety-one, or 34.08 per cent, of the superintendents termed this capacity as fairly important. Numbering still less, fourteen superintendents were uncertain, eight suggested such ability was of little importance, and two attached no importance to it.

Item 15: Ability to Make Good Decisions Quickly

A majority of 188, or 70.41 per cent, of the participating superintendents reported that it is most important for candidates for elementary principalship to possess the ability to make good decisions quickly. Taking another view, seventy-five, or 28.09 per cent, pointed out this ability as being fairly important. Only three superintendents expressed uncertainty, and just one said it is of little importance.

Item 16: Competency of Judgment

Of the participating superintendents, 214, or 80.15 per cent, emphasized this competency as being most important. A much smaller number of fifty superintendents, or 18.73 per cent, ranked the idea as fairly important. Just two responses depicted uncertainty, and one claimed little importance.

Item 17: Democratic Philosophy of Education

Concerning this item, 118, or 44.19 per cent, of the responding superintendents indicated that a candidate's democratic philosophy of education is most important. Numbering almost half, 130 superintendents, or 48.69 per cent, concluded that a candidate's democratic philosophy of education is fairly important. In this case thirteen of the participants were uncertain, and six considered it of little importance.

Item 18: Capability to Anticipate Future Needs of School and Community

Here, ninety-three, or 34.83 per cent, of the responding superintendents considered this capability most important, whereas 150, or 56.18 per cent, considered it only fairly important. A smaller group of sixteen superintendents indicated uncertainty, six contended it is of little importance, and two claimed that it is of no importance.

Item 19: Capacity to Inspire Faith and Enthusiasm in Others

A majority of 200, or 74.91 per cent, of the superintendents maintained this capacity to be most important. A minority of sixty-four superintendents, or 23.97 per cent, noted that this capacity is fairly important. Only two superintendents were uncertain, and just one considered the capacity to be of little importance.

Item 20: Ability to Communicate

According to 213, or 79.78 per cent, of the superintendents responding, it is most important that potential elementary principals have ability to communicate. A smaller group of fifty-three, or 19.85

per cent, of those responding rated the ability to communicate as fairly important. Only one superintendent suggested that the ability to communicate is of little importance.

Item 21: Capacity to Plan Effectively

The responding superintendents gave the following expressions concerning the importance of a candidate's capacity to plan effectively: 204 superintendents, or 76.4 per cent, signified that this capacity should be considered as most important. On the other hand, sixty-one, or 22.85 per cent, of the superintendents noted this capacity as fairly important. Only two superintendents indicated uncertainty concerning the importance of such a capacity.

Item 22: Aptitude to Organize

Each of the superintendents considering the importance of a candidate's aptitude to organize gave the following accounts: 192, or 71.92 per cent, of the superintendents indicated this aptitude to be most important. Only seventy-one, or 26.59 per cent, of the superintendents found this aptitude to be fairly important. Just three superintendents reported uncertainty, and only one gave little importance to the aptitude.

Item 23: Physical Appearance of Applicant; Grooming

Concerning the physical appearance of an applicant, the participating superintendents made this response: 104 of them, or 38.95 per cent, commented that it is most important, whereas 148, or 55.43 per cent, concluded that it is only fairly important. In this case, ten superintendents were uncertain, and five placed little importance upon physical appearance.

Item 24: Age of the Applicant

The age of the applicant merited the following consideration from the participating superintendents: according to the responses furnished by twenty-six of them, or 9.74 per cent, the age of the applicant is considered as being most important; however, 151, or 56.55 per cent, suggested that it is only fairly important. There were forty-nine participants, or 18.35 per cent, who admitted uncertainty regarding the importance of an applicant's age. Another thirty-two, or 11.99 per cent, of the superintendents assigned little importance to an applicant's age. Of those responding, nine attached no importance to this factor.

Item 25: Sex of Applicant

The importance of the sex of an applicant brought various interesting responses. Placing stress on the matter, forty-eight, or 17.98 per cent, of the participants showed the sex of the applicant as being most important. A large number of 145 responses, or 54.31 per cent, acclaimed an applicant's sex as fairly important. There were forty superintendents, or 14.97 per cent, who appeared uncertain as to the importance the sex of an applicant plays. A smaller group of twenty-six, or 9.74 per cent, of the participants decided that the sex of an applicant is of little importance. Taking the negative view, eight of the superintendents reported the sex of an applicant as being of no importance.

Item 26: Freedom from Hearing Defects

Those responding to the questionnaire were fairly evenly divided concerning an applicant's freedom from hearing defects: 122, or 45.69 per cent, viewed good hearing as being most important, whereas 121, or 45.32 per cent, termed it fairly important. An indecisive fifteen superintendents reported uncertainty, seven suggested that the idea is of little importance, and two placed no stress upon the matter by indicating no importance.

Item 27: Freedom from Speech Defects

Of the total, 157, or 58.8 per cent, suggested that it is most important. A smaller group of ninety-seven, or 36.33 per cent, of the respondents maintained that it is fairly important. Concerning this item, nine of the respondents were uncertain, and four decided that little importance should be placed upon the matter.

Item 28: Good Personality

With regard to this query, 177, or 66.3 per cent, of the superintendents involved with the selection process pointed out that the good personality of an applicant is considered a most important aspect. Taking the next rank, eighty-nine, or 33.33 per cent, of the superintendents stated that the good personality of an applicant is only fairly important in the selection process. Only one supported no level of importance, as he was uncertain.

Item 29: Poise

Of the superintendents responding, 159, or 59.55 per cent, considered the poise of an applicant as being most important. Placing less stress upon poise 105 of the superintendents, or 39.33 per cent, evaluated it as fairly important. Only three superintendents responded differently, and they claimed uncertainty.

Item 30: Sense of Humor

Of the 267 superintendents, 132, or 49.45 per cent, supported the view that it is more important, and 126, or 47.19 per cent, that it is fairly important. Differing in attitude, seven superintendents were uncertain, one thought a sense of humor to be of little importance, and one of no importance.

Item 31: Tactfulness

Tactfulness in a potential principal was emphasized as being most important by 200, or 74.91 per cent, of the participants. Only sixty-five, or 24.35 per cent, of the respondents recommended that tactfulness is fairly important. Only one superintendent contended that tact is of little importance and another that it is of no importance.

Item 32: Self-Control

A strong support for self-control in a potential principal was expressed by 228, or 85.39 per cent, of the superintendents, who rated it most important. Of the remaining, thirty-nine superintendents, or 14.61 per cent, considered self-control as only fairly important.

Item 33: Honesty

An overwhelming majority of 250, or 93.63 per cent, of the superintendents regarded honesty as a most important factor in the selection process. Only seventeen superintendents, or 6.37 per cent, considered honesty as being fairly important.

Item 34: Patience

A majority of 205, or 76.78 per cent, considered patience to be most important. Another sixty-two remaining superintendents, or 23.22 per cent, responded that patience is fairly important.

Item 35: Personal Enthusiasm

Personal enthusiasm in an elementary principal applicant was mentioned as being most important by 212, or 79.41 per cent, of the superintendents. A smaller number of fifty-four superintendents, or 20.22 per cent, called personal enthusiasm fairly important. Only one superintendent was uncertain.

Item 36: Friendliness

Friendliness was considered a most important factor in the elementary principal selection process by 173, or 64.79 per cent, of the superintendents. Taking a different view, ninety responses, or 33.72 per cent, noted that friendliness is fairly important. Concerning this item, three superintendents were uncertain, and one surmised that friendliness is of no importance.

Item 37: Cooperativeness

In responding to the item concerning the importance of cooperativeness on the part of the candidate for elementary principalship, 232, or 86.89 per cent, of the superintendents responded that they find it most important. Another thirty-five respondents, or 13.11 per cent, indicated cooperativeness is only fairly important.

Item 38: Initiative

Initiative in a prospective elementary principal was termed as being most important by 210, or 78,65 per cent, of the participating superintendents and fairly important by fifty-seven, or 21.35 per cent.

Item 39: Loyalty

The superintendents questioned gave the following account concerning the importance of loyalty in the position of the elementary principalship: 239, or 89.52 per cent, ranked loyalty as most important. Differing slightly, twenty-five, or 9.36 per cent, expressed the opinion that loyalty is fairly important. Only three superintendents reported uncertainty.

Item 40: Good Credit Standing

The good credit standing of an elementary principal applicant was considered to be most important by 175, or 65.55 per cent, of the superintendents questioned. A smaller group of eighty-two, or 30.71 per cent, of the respondents rated good credit standing as fairly important. In this case seven of the participants were uncertain, one pointed out that good credit standing is of little importance, and two gave it the rank of no importance.

Item 41: Political Affiliation

The participating superintendents presented an interesting account concerning the importance of political affiliation of elementary principal candidates. In response, thirty-three, or 12.36 per cent, of the participants commented that political affiliation in the selection process is fairly important. Only forty, or 14.98 per cent, of the superintendents, indicated uncertainty concerning its importance. A larger group of seventy-seven, or 28.84 per cent, of the respondents placed little importance on the political affiliation factor. Even more superintendents, however, numbering 108, or 40.45 per cent, took the position that political affiliation is of no importance. Only nine of the superintendents questioned considered the political affiliation of candidates as most important in the selection process.

Item 42: Church Affiliation

Each of the superintendents responding to the questionnaire indicated his preference in regard to the importance of a candidate's church affiliation. In this case forty-five, or 16.85 per cent, determined that church affiliation is fairly important. Almost as many of the participants, numbering forty-one, or 15.36 per cent, of the participants acclaimed uncertainty. Also, seventy-seven respondents, or 28.84 per cent, indicated church affiliation to be of little importance. According to eighty-six, or 32.21 per cent, of the superintendents, church affiliation is of no importance in the selection process. Only eighteen of the superintendents concluded that a candidate's church affiliation is most important.

Item 43: Understanding of Differences in Religion

According to fifty-nine superintendents, or 22.1 per cent, understanding of differences in religion should be a most important factor in the selection of an elementary principal. A larger section of ninety-nine, or 37.08 per cent, of the superintendents offer the opinion that understanding of differences in religion should be fairly important. A group of forty-three, or 16.1 per cent, of the participants were uncertain. Among the remaining respondents, forty-two, or 15.73 per cent, stated the opinion that understanding of differences of religion is of little importance, and twenty-four respondents, or 8.99 per cent, attached no importance to it.

Item 44: Attitude on Social Drinking

The superintendents participating in this study presented the following rank concerning a candidate's attitude on social drinking: eighty-two, or 30.71 per cent, of the superintendents decided that this attitude might be considered most important. However, 101, or 37.83 per cent, of the superintendents pointed out that attitude on social drinking should be considered fairly important. Responding with another point of view, thirty-five superintendents, or 13.11 per cent, noted that they are uncertain about a candidate's attitude on social drinking. A smaller group of twenty-seven respondents, or 10.11 per cent, placed little importance on social drinking attitudes. The remaining twenty-two, or 8.24 per cent, of those evaluating their attitudes considered social drinking to be of no importance.

Item 45: Attitude on Smoking

In responding to the item concerning the importance of the attitude on smoking of a prospective elementary principal, the superintendents answering the questionnaire offered the information discussed below: twenty-six, or 9.74 per cent, of these determined the attitude on smoking to be most important. According to ninety-one, or 34.08 per cent, smoking attitudes are considered fairly important. Another fifty, or 18.73 per cent, of the participants decided that they are uncertain. On the other hand, fifty-six, or 20.97 per cent, of the respondents emphasized little importance on smoking attitudes. The remaining forty-four respondents, or 16.48 per cent, decided that attitude on smoking is of no importance in the selection process.

Item 46: Attitude on Dancing

The responding superintendents gave the following accounts concerning the importance of a candidate's attitude on dancing: sixty-six, or 24.72 per cent, maintained that this attitude is fairly important. Another group of forty-nine, or 18.35 per cent, of the participating superintendents indicated uncertainty concerning this attitude. A larger number, sixty-nine, or 25.85 per cent, stated that a candidate's attitude on dancing is of little importance. Taking a different attitude, seventy-one, or 26.59 per cent, of the respondents explained that the attitude on dancing is of no importance in the selection process. Only twelve of the superintendents questioned advised that the attitude on dancing should be considered most important.

Item 47: Club Membership and Social Contacts

The superintendents reported on the importance placed upon club membership and social contacts of a candidate for the elementary principalship. This was considered fairly important by 105, or 39.33 per cent, of the superintendents. Another fifty-eight, or 21.72 per cent, of the superintendents reported that they are uncertain. Reflecting a different attitude, fifty-one, or 19.1 per cent, of the participants supported the view that club membership and social contacts are of little importance in the selection of elementary principals. Of the remaining respondents, forty-three, or 16.1 per cent, suggested that club membership or social contacts are of no importance. Only ten superintendents ascertained that these social factors should be considered to be most important.

Item 48: Extracurricular Activities in College

The importance of involvement in extracurricular activities in college by the candidate for elementary principalship was reported in the following manner: ninety-three, or 34.83 per cent, of the superintendents indicated that such involvement is fairly important. In another group, sixty, or 22.47 per cent, of the participating superintendents experienced uncertainty. Of the remaining participants, seventy, or 26.22 per cent, commented that extracurricular activities in college are of little importance, while thirty-six, or 13.48 per cent, attached no importance to them. Only eight superintendents considered extracurricular activities in college most important to be considered in the selection process.

Item 49: Ability to Speak in Public

A minority of seventy-three, or 27.34 per cent, of the superintendents concluded that this ability is most important. A majority of 171, or 64.05 per cent, called this ability fairly important. Of the remaining twenty-three participants, sixteen said they are uncertain, five decided the ability is of little importance, and two gave it no importance.

Item 50: Ability to Delegate Responsibilities and Duties

The superintendents participating in this study were asked to indicate the level of the importance in the selection process for an elementary principal concerning a candidate's ability to delegate responsibilities and duties. The responding superintendents offered the following ratings: 175, or 65.55 per cent, contended that this ability is most important, and eighty-six, or 32.21 per cent, find it fairly important. In this case five superintendents noted uncertainty concerning the importance of this ability, and one surmised that it is of little importance.

III. FREQUENCY OF MENTION OF RESPONSES

On the following pages is a master chart containing cumulative data on the personal qualifications of candidates according to the frequency of mention of the responses as presented by the participating superintendents in their completed questionnaires. The results are presented in the sequence of importance, with "honesty" ranking first, receiving 4.936 frequency of mention, and with "political affiliation" ranking last, receiving 2.094 frequency of mention.

MASTER CHART ACCORDING TO FREQUENCY OF MENTION

1.	Honesty	4.936
2.	Loyalty	4.884
3.	Cooperativeness	4.869
4.	Self-control	4.854
5.	Capability to work with parents	4.820
6.	Ability to communicate	4.790
7.	Personal enthusiasm	4.790
8.	Competency of judgment	4.787
9.	Initiative	4.787
10.	Patience	4.768
11.	Capacity to maintain discipline	4.764
12.	Capacity to plan effectively	4.757
13.	Capability to understand and hold respect of elementary age students	4.745
14.	Capacity to inspire faith and enthusiasm in others	4.734
15.	Tactfulness	4.730
16.	Aptitude to organize	4.700
17.	Knowledge of classroom management	4.693
18.	Ability to make good decisions quickly	4.685
19.	Good personality	4.659
20.	Ability to delegate responsibilities and duties	4.629

21.	Friendliness	4.625
22.	Good Credit standing	4.599
23.	Educational preparation	4.584
24.	Poise	4.584
25.	Previous professional experiences as a teacher	4.562
26.	Ability to work with all community elements	4.547
27.	Resourcefulness as a teacher	4.536
28.	Freedom from speech defects	4.524
29.	Resourcefulness as a personal attribute	4.487
30.	Leadership in educational matters	4.472
31.	Sense of humor	4.449
32.	Capacity to handle controversial issues in the community	4.434
33.	Democratic philosophy of education	4.348
34.	Freedom from hearing defects	4.326
35.	Physical appearance of applicant; grooming	4.315
36.	Capability to anticipate future needs of school and community	4.221
37.	Ability to speak in public	4.154
38.	Sex of applicant	3.745
39.	Attitude on social drinking	3.727
40.	Previous professional experience as a principal	3.693
41.	Age of the applicant	3.573
42.	Understanding of differences in religion	3.476

43.	Selection from within the local system	3.210
44.	Attitude on smoking	2.996
45.	Club membership and social contacts	2.955
46.	Extracurricular activities in college	2.876
47.	Selection from outside the local system	2.678
48.	Attitude on dancing	2.547
49.	Church affiliation	2.371
50.	Political affiliation	2.094

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The literature reviewed seemed to indicate that no uniform, formal manner is found across the nation concerning the criteria for the selection of elementary school principals. Professional educators advocate that certain guidelines be set up so that school administrators might have some basis from which to begin and which to follow flexibly in selecting an elementary principal. It was the purpose of this study to investigate the current practices used by superintendents of Texas public schools in the selection of elementary school principals. The study was limited to districts in the state of Texas which were selected on a geographical distribution and to a survey of related literature found in the library at East Texas State University and in the Dallas Public Library.

The results obtained from the questionnaire were treated collectively, and the data were tabulated for presentation in table form. A master chart was included, containing cumulative data on the personal qualifications of elementary principal candidates.

II. CONCLUSIONS

On the basis of the data presented in this study, the following conclusions seemed justified:

1. The great majority (85.77 per cent) were strongly in favor

of employing elementary principals from candidates who have recieved their college education in Texas. The only area in which this percentage was smaller was found to be in group I (57.14).

2. It was found that except for the large school districts in group I in which 42.86 per cent of the elementary principals were required to complete a competitive examination, the vast majority of the school districts (97.75 per cent) disclosed no requirements that such examinations be conducted.

3. Although 62.92 per cent of the results indicated the Master's degree to be a prerequisite for the principalship, it was found that 13.11 per cent of the superintendents will accept only the Bachelor's degree with additional hours, and 20.6 per cent will accept applicants with only the Bachelor's degree. It was noted that the last two are contrary to the State requirements, which call for an elementary principal to possess the minimum of the Master's degree among other requirements. The rule is as follows (1:39-40):

> 1. The Professional Certificate for a program for the preparation of school administrators shall include:
>   a. A Professional Teacher's Certificate.
>   b. A master's degree.
>   c. Three years of successful teaching experience in an approved school.
>   d. Thirty semester hours beyond the Professional Teacher's Certificate.

Furthermore, it was disclosed that a relatively small number (25.84 per cent) of the superintendents require applicants to have a major in educational administration, and only slightly more (39.33 per cent) a minor in this area.

Almost all the superintendents (98.5 per cent) attached some level of importance to the educational preparation of prospective elementary principals. The majority (60.3 per cent) consider it most important while a smaller number (38.2 per cent) consider it fairly important.

4. The majority (76.03 per cent) of school districts require a candidate to hold a professional elementary teaching certificate. The distribution among the various groups was fairly even.

5. The investigation showed that a little less than one-half (43.07 per cent) of the Texas school districts consider applicants for the elementary principalship who do not hold an administrative certificate. It is noted that this practice is contrary to the State requirements, which call for an elementary principal to possess the administrative certificate. The same rule applies as is found under item 3 on page 73.

6. Most school districts (77.9 per cent) reported that a list of qualifications for potential principals was not used. This practice was found to be standard throughout all the groups except for group I, which showed that 42.86 per cent made use of such a list.

7. The majority (70.79 per cent) of the school districts indicated that their recruiting programs lack statements of information concerning their schools and community. This was found to be an exception in the first two groups.

8. The majority (63.29 per cent) of Texas superintendents recommend a teaching experience of six to ten years for elementary

principalship candidates. It is noted, however, that in groups I and II this requirement is much lower. Also, a greater majority (67.79 per cent) prefer that applicants have some teaching experience in the elementary school.

9. Texas school districts are fairly evenly divided in their preference for candidates with prior administrative experience. However, the majority of them (79.4 per cent) are of the opinion that previous supervisory experience should not be a prerequisite for administrative positions of this type.

10. Although it was found that nearly one-half of the superintendents did not consider selection from within or from without as distinctly important areas for recruitment and selection of elementary principals, 96.63 per cent did, however, very strongly advocate that candidates within the school system who possessed qualifications equal to those of other applicants should be preferred when selecting a new principal. An apparent lack, however, of qualified local personnel induces superintendents to report overwhelmingly (98.5 per cent) that some teaching experience in the local school system is not mandatory.

11. The results showed that a majority (67.79 per cent) are in favor of a set formula to determine the salary of a new principal.

12. According to most superintendents (86.52 per cent), Texas schools do not advertise outside the state for prospective elementary principals. This attitude was found to be quite similar in all seven groups.

13. Most of the Texas school systems (54.68 per cent) do not

have a printed set of standards and requirements relating to the principal's position. The lack of such a form was found to be general in all groups with the sole exception of group II.

14. Except for the large districts in group I, of which about one-half pay the expenses of candidates who are invited for interviews, Texas school districts (88.01 per cent) do not pay such expenses.

15. The results emphasized that a personal interview with an applicant for the elementary principalship is required statewide. All respondents (100 per cent) ask for personal contact. However, nearly three-fourths (73.41 per cent) of the respondents do not consider it important that an applicant be interviewed by a panel.

16. It was disclosed that a very large majority (89.14 per cent) of the superintendents suggest that the applicant indicate his philosophy of education. It was found, however, that most superintendents (81.65 per cent) do not require a written statement of the applicant's philosophy of education, but simply rely upon that which the prospective principal states.

17. A large number of the districts (89.14 per cent) require the completion of an application form by a candidate. It should be noted, however, that a small but significant number (10.86 per cent) do not require that an application blank be filed.

18. The data disclosed that the majority (74.53 per cent) of Texas superintendents require letters of recommendation prior to considering an applicant for the position of elementary principal. Also, it was found that almost as many (70.79 per cent) of the superinten-

dents require letters of recommendation from the applicant's supervisor. In addition, a lesser number (52.81 per cent) require letters of recommendation from the applicant's college or university professors.

19. Preference was expressed for married candidates for elementary school principals by 91.01 per cent of the superintendents who were queried. In the case of the applicant's sex, however, with all other qualifications being equal, a larger number of superintendents (98.13 per cent) prefer male candidates over female.

20. It was emphasized by most superintendents (82.4 per cent) that principals should be required to reside within the local school district. This idea was general in all but group I, in which less than one-half (42.86 per cent) have such a requirement.

21. A preappointment physical examination is not considered very important, as only a small number (24.72 per cent) of superintendents require it.

22. A strong indication was given by the Texas superintendents (92.51 per cent) that an applicant's emotional stability should be investigated prior to consideration for employment.

23. It was strongly indicated by the Texas superintendents (86.14 per cent) that an applicant for a position as elementary school principal is investigated concerning his use of alcohol. On the other hand, however, few superintendents (26.22 per cent) placed enough stress on an applicant's use of tobacco to consider investigation necessary.

24. It was interesting to note that only a small majority (60.3 per cent) of Texas superintendents ascertained an elementary principalship applicant's public speaking ability. This attitude was found to be prevalent rather equal in all the groups investigated.

25. Investigation of an applicant's service club affiliation is not considered sufficiently important to require investigation by most Texas superintendents (68.91 per cent). This attitude was found to be generally the case in all but group III, in which the majority (66.67 per cent) require investigation.

26. An applicant's resourcefulness as a teacher is considered important according to a significant majority (95.88 per cent) of the superintendents, over half of whom (58.43 per cent) consider it most important while a smaller number (37.45 per cent) consider it fairly important. This distribution was fairly even among the various groups. In addition, knowledge of classroom management is considered important by the vast majority (97.75 per cent) of the superintendents. Furthermore, capacity to maintain discipline is considered important by almost the same majority (97.01 per cent).

27. It was strongly indicated by a large majority (97.38 per cent) that an elementary principal's capability to understand and hold respect of elementary-age students is considered important. Most superintendents (78.28 per cent) determined that this capability is most important, whereas a minority (19.1 per cent) consider it fairly important.

28. Although the responding superintendents were not in

complete agreement concerning the level of importance leadership holds in educational matters, the majority (95.51 per cent) of them, however, rated leadership as an important factor.

29. In regard to an applicant's capability to work with parents, it was found that almost all Texas superintendents (99.63 per cent) consider this capability important. In fact, the great majority (82.4 per cent) considered it most important. This attitude was indicated similarly in all the groups except in group I, in which only a slight majority (57.14 per cent) recorded it as most important. Also, similar results were indicated concerning an applicant's ability to work with all community elements and concerning his capacity to handle controversial issues in the community. To facilitate such action, the majority (98.5 per cent) of the superintendents considered it important that an applicant for the elementary principalship possess the ability to make good decisions quickly. Almost all (98.88 per cent) of the superintendents expressed the view that good, quick decisions come with competency of judgment, and a strong majority (80.15 per cent) consider it most important.

30. Although a large number (94.38 per cent) of the superintendents presented a strong indication that the grooming of an applicant is considered important, of these only a small number (38.95 per cent) reported that it is most important. In regard to the age of the applicant the majority (66.29 per cent) considered it important; of these however, only a few (9.74 per cent) rate it most important. As for freedom from hearing defects, the majority of the

superintendents (91.01 per cent) maintained that it is important; however, they were evenly divided between the levels most important and fairly important.

31. It was strongly emphasized by nearly all the responding superintendents that the so-called "personal hidden attributes" are considered of great importance. In fact, with the sole exception of sense of humor, which is considered most important by less than one-half (49.45 per cent), the majority of the respondents considered good personality, poise, tactfulness, self-control, honesty, patience, personal enthusiasm, friendliness, cooperativeness, initiative, and loyalty as being most important. They rated these traits from a low of 59.55 per cent for poise to a high of 93.63 per cent for honesty; loyalty was rated a near second at 89.52 per cent.

32. Good credit standing was considered to be of significant importance by a vast majority (96.26 per cent) of the superintendents investigated; however, most of them (65.55 per cent) rated it as being most important.

33. The results of the investigation showed that the church affiliation and the political affiliation of an applicant for the elementary principalship are not considered by most superintendents as being very important; only 23.59 per cent consider church affiliation to be either fairly important or most important, and only 15.73 per cent consider political affiliation as being either fairly important or most important. However, the majority (59.18 per cent) of the superintendents disclosed that an applicant's understanding of

differences in religion should be considered important; 37.08 per cent consider it fairly important and only 22.1 per cent most important.

34. The participating superintendents indicated that an applicant's attitude on dancing is not generally considered a criterion when he is being considered for the elementary school principalship. In fact, only 4.49 per cent considered it most important, and another 24.72 per cent considered it fairly important.

III. RECOMMENDATIONS

1. It is recommended that the practice of selecting principals from candidates who receive their college education in Texas should be continued, for such candidates comprehend the local problems and the local pupils better than a candidate from a different part of the country.

2. It is clearly evident that the area of competitive examinations for the selection of an elementary school principal has been sadly neglected. It is strongly recommended that administrators responsible for recruitment and selection of candidates re-evaluate the positions and policies of local school districts, and educate their Boards of Education concerning the importance of this practice.

3. No consideration should be given to a candidate who has not earned the Master's degree; even greater preference should be given to candidates who show college credits beyond the Master's degree. It should be expected that applicants have a major in educational administration; however, at least a minor in this area must be required if

one is to occupy an administrative position.

4. Although the professional certificate is not generally considered of greater value than the provisional certificate, it is recommended that consideration may be given to a candidate possessing the professional certificate, for it will serve its purpose in the principal's role as a leader.

5. Potential administrators must be required to hold an administrative certificate prior to being considered for the elementary principalship. This requirement should be observed both to preserve the good intentions of the State requirements and to show professional preparation for the position in which the candidate is about to embark.

6. It is suggested that local school districts make available to prospective candidates statements of information concerning the local schools and the community. Furthermore, it is advised that administrators responsible for the selection process formulate a list of qualifications to be used as guidelines.

7. Although no requirements should be established concerning the minimum number of teaching years a candidate must have, consideration should be given mainly to those candidates who have at least five years' teaching experience and thus have the desirable background. Requirements should be established, however, for some teaching experience in the elementary school as a prerequisite to application for principalship in this level.

8. It is recommended that candidates from the local schools be given preference, especially when their qualifications are equal to

those of other applicants. However, since an apparent lack of qualified local personnel induces superintendents not to require some teaching experience in the local schools, it is strongly recommended that a well-planned internship program be established in each local district to prepare teachers with administrative capabilities to serve as elementary principals of schools in the community.

9. Set formulas to aid in determining the salary of new principals should be established to prevent unethical bargaining among applicants. However, the set formula should be established at the highest paying ability of the district with no attempt to compete with other districts.

10. In regard to the reimbursement of candidates for expenses incurred during travel for interviews by school officials, Texas school districts should re-evaluate their policies and attempt to find means to alleviate the shortcoming. For districts which are unable to meet the reimbursement of such expenses, it is recommended that they include in their recruitment statement the item that travel expenses for interviews will not be reimbursed.

11. It is urged that those superintendents who made it a practice to personally interview elementary principal applicants continue to do so, and that any superintendents who may not be doing so at present should initiate this procedure immediately. Furthermore, it is suggested that applicants be scheduled to meet with an interviewing panel; however, should the interviewing panel procedure be an impossibility or a hardship either upon the district or the applicant, the

alternative strongly recommended is that other professional educators in addition to the superintendent have an opportunity to interview the candidates.

12. It is strongly emphasized that the philosophy of education of a potential elementary school principal should be examined by those conducting the interview. It is most important that the applicant's philosophy coincide with that of the district, so that first the district and then the principal can proceed with guidelines toward success and harmony.

13. It is proposed that all applicants for the elementary school principalship be required to complete application forms, thus presenting a record of their background to be evaluated by employing personnel.

14. Letters of recommendation should be required prior to consideration of an applicant for the position for which he is applying. Furthermore, it is suggested that the procedure pertaining to recommendations go beyond the use of forms, letters, or telephone to include personal contact if possible.

15. It is advised that particular consideration be given to married candidates for in the eyes of the community they present not only an image of stability for the administrative position, but an image of one who is comprehensive of responsibility. It is strongly advocated, however, that due to the severe shortage of male personnel within the boundaries of the elementary school, sincere consideration be given to the male applicants in order both to expand the ranks of

existing male principals and to influence men to enter the elementary levels of education.

16. Although the problem of residence within a local school district presents advantages and disadvantages to both the district and the prospective elementary principal, it is suggested that by establishing residence within the local school district the elementary principal contributes as a leader in the community and understands its daily pulse. It is cautioned, however, that if possible, elementary principals should not reside in the neighborhood of the school which they administer.

17. Employing superintendents should investigate an applicant's emotional stability prior to giving him consideration for a position. Superintendents should be wary so that they will not be accepting or inheriting somebody else's "problems."

18. The drinking habits of an elementary principalship applicant should, at least, be taken into consideration and evaluated accordingly.

19. A potential elementary school principal should possess a level of public speaking ability which will contribute to the image of the professionally educated individual as is generally accepted by individuals of other professions.

20. Although it is comprehendable that a good teacher does not necessarily make a good administrator and vice versa, it is strongly advised that a candidate's resourcefulness as a teacher should be taken into consideration. This criterion should offer at least some

indication of the applicant's leadership qualities, cooperation, coordination, knowledge of classroom management, aptitude to organize, capacity to maintain discipline, and ability to maintain a harmonious relationship with others.

21. Since the main importance of the very existence of the elementary school and its staff is the elementary school pupils, it is strongly recommended that an applicant's capability to understand and hold respect of elementary school students should be investigated very thoroughly.

22. Since professional educators universally regard leadership as the most important administrative function of an elementary school principal, it is strongly advocated that an applicant's leadership potential be realized to the fullest, for a positive approach is a necessity in meeting the immediate challenges which a new principal will face from his staff and pupils alike.

23. A part of an elementary principal's success should be derived from good public relations with the community. An important means of maintaining good public relations should come through acceptable association and cooperation with parents and through keeping them informed of the school's position in the community. Since a potential principal will be called upon to handle controversial issues within the community, it is urged that employing superintendents attempt to procure answers from applicants concerning various controversial topics in order to perceive an applicant's ability to make good decisions quickly and thereby rate his competency of judgment.

24. Superintendents responsible for the selection of elementary school principals are strongly advised to search for the so-called "personal hidden attributes" of applicants in order that they might gain an insight into the personal feelings and ideas of candidates desiring this important position.

25. It is strongly recommended that the credit standing of an applicant for the elementary principalship be thoroughly investigated in order that appointment to the position would not cause discredit and embarrassment to the district and to the local community.

26. School Boards should be educated, informed, and kept up to date concerning changing trends and improved practices in the selection process of elementary school principals.

27. Colleges and universities should improve their screening procedures in an attempt to learn of the existence or non-existence of the so-called "personal hidden attributes" of potential administrators.

28. It is recommended that institutions of higher learning and public schools work closely together to identify college students and classroom teachers who show sufficient potential for filling future administrative positions and to induce them to prepare themselves for this field.

29. A similar study should be made concerning criteria for selection of elementary school principals, but with more emphasis on the duties and responsibilities of administrators toward the implementation of selection policies.

30. It is recommended that a cooperative study be conducted to determine the statistical differences and relationship among the various groups of Texas school districts concerning local criteria for the selection of elementary school principals.

31. Further research should be conducted in an effort to determine the degree and quality of preparation of school administrators, so that local and state public school officials, as well as institutions of higher education, can make adequate plans for the improvement of selection practices for administrators.

32. It is advised that a study be made of the administrative curricula offered by colleges and universities in an attempt to discover whether these curricula meet the current needs for potential administrators so that in turn they can meet the current and future needs of public schools.

33. It is strongly recommended that a study be conducted to make available the current "Internship in Administration" programs so that superintendents responsible for the selection of elementary school principals have an opportunity for a first-hand observation of potential administrators at work. It is suggested that the "Internship in Administration" be conducted both as a college course for graduate credit and as a local requirement in the form of "On the Job Training."

34. Similar studies should be conducted in other states to determine the existing policies covering selection of elementary principals in order to compare diversities that may be found and to suggest improvements to be made according to recommendations offered.

35. Similar studies should be conducted to investigate the criteria for selection of elementary school principals in the different geographical regions of the United States in order to compare these programs and thus possibly determine if attitudes concerning criteria of this type are similar or if they differ according to region.

36. A similar study should be made concerning criteria for the selection of elementary school principals in all fifty states of the United States in order to obtain knowledge of nation-wide practices concerning such policies.

37. An investigation should be made of the attitudes of newly-selected elementary principals as well as veteran elementary principals for comparison to determine relationships and to determine differences in attitudes of superintendents and professors of educational administration concerning selection criteria.

It is hoped that these recommendations will encourage public school officials to search for and to establish more realistic guidelines for the establishment of better criteria to be used in selecting elementary school principals and for institutions of higher education to act as beacons in this endeavor.

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APPENDIX A

CRITERIA FOR THE SELECTION OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN THE STATE OF TEXAS

PART I.

The following questions are designed to establish the criteria used in selecting elementary principals. Please check (√) items that you personally use or would use in selecting an elementary school principal.

1. When selecting principals in your system, do you prefer those candidates who have received their college education in Texas?
   ☐ yes ☐ no
2. Do you select your principals on the basis of competitive examinations?
   ☐ yes ☐ no
3. If your answer to question number 2 was "yes", please check the following:
   ☐ written examination ☐ oral examination
   ☐ both written and oral examinations
4. Which degree do you require the principal to have? (Check only one.)
   ☐ Bachelor's degree
   ☐ Bachelor's degree and additional graduate work
   ☐ Master's degree
   ☐ Master's degree and additional graduate work
   ☐ The degree of Doctor of Philosophy or Doctor of Education
5. Is the applicant required to hold a professional elementary teaching certificate?
   ☐ yes ☐ no
6. Are applicants who do not hold an administrative certificate considered?
   ☐ yes ☐ no
7. Do you have a list of qualifications for principal compiled by your school system for use in selection of a principal?
   ☐ yes ☐ no
8. Do you have a statement of information concerning the schools and community prepared for prospective candidates?
   ☐ yes ☐ no
9. How many years of classroom teaching experience do you prefer the candidate to have?
   ☐ one to five years
   ☐ six to ten years
   ☐ over ten years
10. Do you prefer the candidate to have had administrative experience prior to employment as a principal in your district?
    ☐ yes ☐ no
11. If someone in your present school system has qualifications equal to those of other applicants, is this person given preference when selecting a new principal?
    ☐ yes ☐ no
12. Is a set formula used to determine the salary of the new principal?
    ☐ yes ☐ no
13. Do you circulate information concerning the vacancy in other states throughout the country when you are seeking prospective principals?
    ☐ yes ☐ no

14. Does your school system have a printed set of standards and requirements relating to the principal's position?
☐ yes ☐ no

15. Are expenses of candidates who are invited for an interview paid by the school board?
☐ yes ☐ no

16. Do you require that the applicant have some teaching experience in an elementary school?
☐ yes ☐ no

17. Do you require that the applicant have some teaching experience in your school system?
☐ yes ☐ no

18. Do you require that the applicant have some previous supervisory experience?
☐ yes ☐ no

19. Do you require that the applicant have a major in educational administration?
☐ yes ☐ no

20. Do you require that the applicant have a minor in educational administration?
☐ yes ☐ no

21. Do you require a personal interview with the applicant?
☐ yes ☐ no

22. Do you require that applicants go before an interviewing panel?
☐ yes ☐ no

23. During the interview, do you suggest that the applicant give an indication of his philosophy of education?
☐ yes ☐ no

24. Do you require a written statement of the applicant's philosophy of education?
☐ yes ☐ no

25. Do you require the completion of an application form?
☐ yes ☐ no

26. Do you require letters of recommendation?
☐ yes ☐ no

27. Do you require letters of recommendation from the applicant's supervisors?
☐ yes ☐ no

28. Do you require letters of recommendation from the applicant's college or university professors?
☐ yes ☐ no

29. In selection of a principal, do you prefer the candidate be married?
☐ yes ☐ no

30. All qualifications being equal, would you prefer a male or female principal?
☐ male ☐ female

31. Do you require principals to reside in your school district?
☐ yes ☐ no

32. Do you require a pre-appointment physical examination?
☐ yes ☐ no

33. Do you investigate the applicant's emotional stability?
☐ yes ☐ no

34. Do you investigate the applicant's use of alcohol?
☐ yes ☐ no

35. Do you investigate the applicant's use of tobacco?
☐ yes ☐ no

36. Do you attempt to ascertain the applicant's public speaking ability?
☐ yes ☐ no

37. Do you investigate the applicant's service club affiliation?
☐ yes ☐ no

PART II.

A number of personal qualifications are listed below. A five point scale using the letters "A" through "E" is to the right of these subjects. Will you please draw a circle around the point on the scale which best represents your evaluation of each subject as it is related to the selection of an elementary principal in your district.

Most Important	**Fairly Important**	**Uncertain**	**Little Importance**	**No Importance**
A	**B**	**C**	**D**	**E**

1. Educational preparation .... A B C D E
2. Previous professional experience as a teacher .... A B C D E
3. Previous professional experience as a principal .... A B C D E
4. Resourcefulness as a teacher .... A B C D E
5. Resourcefulness as a personal attribute .... A B C D E
6. Capability to understand and hold respect of elementary age students .... A B C D E
7. Knowledge of classroom management .... A B C D E
8. Capacity to maintain discipline .... A B C D E
9. Selection from within the local system .... A B C D E
10. Selection from outside the local system .... A B C D E
11. Leadership in educational matters .... A B C D E
12. Capability to work with parents .... A B C D E
13. Ability to work with all community elements .... A B C D E
14. Capacity to handle controversial issues in the community .... A B C D E
15. Ability to make good decisions quickly .... A B C D E
16. Competency of judgment .... A B C D E
17. Democratic philosophy of education .... A B C D E
18. Capability to anticipate future needs of school and community .... A B C D E
19. Capacity to inspire faith and enthusiasm in others .... A B C D E
20. Ability to communicate .... A B C D E
21. Capacity to plan effectively .... A B C D E
22. Aptitude to organize .... A B C D E
23. Physical appearance of applicant; grooming .... A B C D E
24. Age of the applicant .... A B C D E
25. Sex of applicant .... A B C D E
26. Freedom from hearing defects .... A B C D E
27. Freedom from speech defects .... A B C D E
28. Good personality .... A B C D E
29. Poise .... A B C D E
30. Sense of humor .... A B C D E
31. Tactfulness .... A B C D E
32. Self-control .... A B C D E
33. Honesty .... A B C D E
34. Patience .... A B C D E
35. Personal enthusiasm .... A B C D E
36. Friendliness .... A B C D E
37. Cooperativeness .... A B C D E
38. Initiative .... A B C D E
39. Loyalty .... A B C D E
40. Good credit standing .... A B C D E
41. Political affiliation .... A B C D E
42. Church affiliation .... A B C D E
43. Understanding of differences in religion .... A B C D E
44. Attitude on social drinking .... A B C D E
45. Attitude on smoking .... A B C D E
46. Attitude on dancing .... A B C D E
47. Club membership and social contacts .... A B C D E
48. Extra curricular activities in college .... A B C D E
49. Ability to speak in public .... A B C D E
50. Ability to delegate responsibilities and duties .... A B C D E